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Demonstrate an Understanding of Self-Esteem

TRANSITION OBJECTIVE

Students will apply the concept of the self-esteem circle and how to use it to be a successful worker.

RELEVANCE TO SUCCESSFUL TRANSITION

How we feel about ourselves influences our behavior. This leads to feedback from others, further reinforcing our feelings about ourselves. This circular process can be used to our advantage if we are aware of and understand it.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

What affects your feelings about yourself?

❑ STEP 2: Convene Roundtable

"When I feel good about myself I act ____."

❑ STEP 3: Advance Organizer

"Today you will learn about the self-esteem circle and how you can use it to be a successful worker."

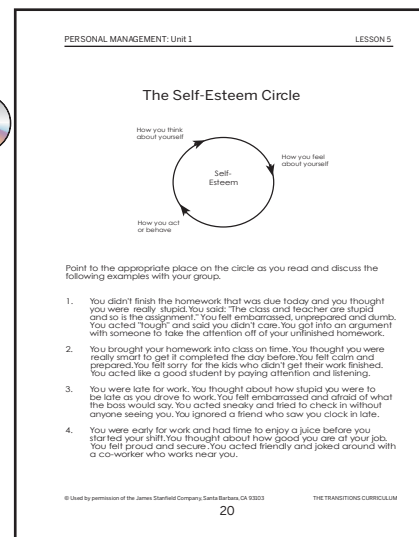
❑ STEP 4: Activity - 10 Minutes

Direct the class in a short imaging exercise using the following example. "Before we start, I would like everyone to sit in a comfortable position and relax. Breathe deeply and relax your whole body. Now with your eyes closed, imagine you see a large circle. Give the circle a color and picture yourself standing at the edge of the circle. Look across to the other side of the circle. Follow the circle from where you are standing, all the way around until you are back to where you started. Now, take a deep breath and see yourself back in the classroom. With your partner, quickly describe your circle in 30 seconds." Keep time and circulate to encourage each person to share. Share a description of your circle and then ask for two volunteers to share a description of their circles with the class.

❑ STEP 5: Activity - 20 Minutes

Tell the class that they will now learn about the "The Self-Esteem Circle." Explain that

self-esteem is how we see and feel about ourselves. Our self-esteem affects our behavior. Draw the "The Self-Esteem Circle" diagram on the board from **The Self-Esteem Circle** handout. Explain the relationship between each variable: "The way we feel about ourselves affects the way we see ourselves, which in turn affects our behavior. Our behavior then affects the way we feel about ourselves." As you explain the diagram to the students help them understand that each stop in the circle affects the next. Read the story, **Angelica**, pointing to places on the circle as they are named. Have students divide into pairs and discuss the questions that follow the story.



❑ STEP 6: Activity - 15 Minutes

Using **The Self-Esteem Circle** handout divide students into groups of three. Have each group choose a reader and reporter. Students will read the examples and point to the appropriate place on the circle as the examples are read. Give groups two minutes to complete each example. After each example, ask for feedback from one or two groups. In summary, write the following statements on the board:

“High Self-Esteem = Success & Happiness

Low Self-Esteem = Struggle & Unhappiness

Which do you choose?”

❑ STEP 7: Evaluate Outcomes

A person with high self-esteem is “_____.”

❑ STEP 8: Connecting Activity

Ask students to reflect on their own self-esteem and their behavior. After this reflection, have students draw a picture,

write a story or make a collage showing the connection between their behavior and feelings about themselves.

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PERSONAL MANAGEMENT: Unit 1 LESSON 5

Angelica

Read the following story and apply it to the circle of self-esteem by pointing to the areas of the circle that illustrate the story.

Angelica has been working at Miller's Clothing store. She likes her job, but doesn't like the assistant manager. She feels that the assistant manager picks on her and makes her do the boring jobs. The assistant told her she was too slow to work at the front counter helping customers.

Angelica is beginning to think she is slow at the front counter helping customers. The more she thinks she is slow, the worse she feels. Which part of the diagram illustrates her self-esteem at this point?

Now she feels so bad that she is getting slower. The assistant manager yelled at her in front of a customer because she didn't find a shirt fast enough. She is so upset, her work is slow and she is making mistakes. Looking at the diagram, find where her self-esteem is now.

Angelica feels so bad she wants to cry. How has her self-esteem been affected? Find this on the Self-Esteem Circle.

Now she can hardly work at all and is slower than ever! How does the Self-Esteem Circle illustrate Angelica's self-esteem at this point?

Answer the following questions:

1. What would it take for Angelica to get faster?
2. Is her self-esteem high or low? How can you tell?
3. Is her self-esteem affecting her success? How?
4. What would you do in her place?

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KEY WORDS

self-esteem

feelings

success
struggle

thoughts

behavior

MATERIALS AND PREPARATION

- Student Handouts: **The Self-Esteem Circle**, page 20; **Angelica**, page 21.
- Prepare the imaging exercise and your own example.
- Draw the diagram from the handout **The Self-Esteem Circle**, on the board. Read the story about Angelica.
- Prepare for the group activity on the handout **The Self-Esteem Circle**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading Writing, Listening, Speaking
- Thinking Skills: Decision Making, Visualizing, Reasoning
- Personal Qualities: Responsibility, Self-Esteem